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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Survey (what can you do to help the environment?)**  **Sharing the planet** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  **x**Visual  Kinaesthetic  **x**Auditive | **Style**  **x**Mastery  Understanding  Interpersonal  **x**Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  **x**Verbal-Linguistic  Kinaesthetic  **x**Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Reads data on a bar graph to compare and contrast quantities | | | | | | **Skills: Research Skills**  – Organizing data | | | | | |
| **Materials:** Maths notebook and pencil case | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 35** | | | **Time:** 45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** As part of the unit display there will be a big tally chart with some of the actions that a 5 to 7 year old child can do to help the environment. Refer to it on a daily basis. After several days of having collected the information about the contributions they made, make with children’s input a bar-graph and read it by using the vocabulary learnt(few,some,most) to make the comparisons | | | | | | | | | | | |
| **Main Activity:** In a different momentchildren will go around school and ask people the following question: **What can you do to help the environment?** and they will register the information on the tally chart made by the teacher under the question:  **(What can you do to help the environment?)**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Closing:** Then children will make their own bar-graph and read the results using the vocabulary learnt (some,few,most) | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |